

DOCUMENT RESUME

ED 388 828

CE 070 223

TITLE Strengthening Parenting Skills: Teenagers. Secondary Learning Guide 3. Project Connect. Linking Self-Family-Work.

INSTITUTION Emily Hall Tremaine Foundation, Inc., Hartford, CT.; Southern Illinois Univ., Carbondale.

SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE 94

CONTRACT WOC0945

NOTE 57p.; For related guides, see CE 070 204-235.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Adolescent Development; Adolescents; Behavioral Objectives; *Child Rearing; Competency Based Education; Consumer Education; Coping; Cultural Differences; Economically Disadvantaged; Family Work Relationship; *Home Economics; Homemaking Skills; Instructional Materials; Learning Activities; Parent Child Relationship; *Parenthood Education; *Parenting Skills; *Parent Responsibility; *Parent Role; Secondary Education; Services; State Curriculum Guides; Stress Management; Teaching Guides

IDENTIFIERS Illinois

ABSTRACT

This competency-based secondary learning guide on strengthening parenting skills is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Five competencies are addressed: determine expectations in the motor/physical, mental/intellectual, emotional, and social development of adolescents; describe ways to assist adolescents in their development; identify differences in family situations that affect parenting; identify appropriate methods of coping with stress; and investigate supportive services available to parents. Thirteen supplements contain information and activity sheets on the following: developmental expectations (13-18 years), minute dramas, case studies, one-parent families, and stress. A bibliography contains 29 items. (YLB)

ED 388 828

3

Strengthening Parenting Skills: Teenagers

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it

☐ Minor changes have been made to improve
reproduction quality

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

[Signature]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE



PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act
of 1990

Project Connect Staff

Project Director:

Mary Beth Stine

Contract Administrator:

Susan Polley Burge

Coordinators:

Phyllis Bubnas
Brenda Ferguson
Bessie Hackett
Mary Lou Hubbard
Mary Jo Oldham
Carol McGee
Vicky Turl
John S. Washburn
Brenda Yates

Researchers:

Beth Anderton
Judy Martin-Lighty
Deborah Lustman

The Learning Guides were developed through a grant to Project Connect, Contract #WOCO945, Flora Community Unit School District 35, Flora, Illinois 62839, under the direction of Mary Beth Stine.

The Learning Guides were written at Southern Illinois University, Department of Workforce Education and Development, Carbondale, Illinois 62901, under the direction of Phyllis Bubnas and Dr. John S. Washburn. June 1994.

An Equal Opportunity/Affirmative Action Employer

This publication was prepared pursuant to a grant with the Illinois State Board of Education and funded 100% through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Grantees are encouraged to freely express their judgments in professional and technical matters. However, points of view or opinions do not necessarily represent official Illinois State Board of Education positions or policies.

© 1994, Illinois State Board of Education

TABLE OF CONTENTS

General Guidelines/Checklist for Users	2
Introduction	4
Competency One	5
Determine expectations in the motor/physical, mental/intellectual, emotional, and social development of adolescents.	
Competency Two	17
Describe ways to assist adolescents in their development.	
Competency Three	27
Identify differences in family situations which affect parenting.	
Competency Four	35
Identify appropriate methods of coping with stress.	
Competency Five	47
Investigate supportive services available to parents.	
Bibliography	51







General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

The teacher needs to carry out preassessment activities to determine level of student competency. Previous work or educational experiences may be such that the teacher will choose not to cover some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

-  related basic skills, giving particular attention to language arts and mathematics
-  related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
-  enrichment activities according to student abilities and experiences
-  interrelationship of concepts to personal, family, and work
-  influence of technology on the subject matter, application of knowledge, and related work
-  pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Determine expectations in the motor/physical, mental/intellectual, emotional, and social development of adolescents.

_____ Duplicate two copies of Supplement 1, "Developmental Highlights for Adolescents/Teenagers," for each student. One copy can be used for the teacher to assess with students and one copy for the students to list expectations.

_____ Invite representatives of various groups to speak on the effects of physical development.

_____ Duplicate copies of Supplement 2, "Expected Development—13-18 Years."

_____ Provide pictures, magazines, or photographs for activities such as the following:

- collage depicting adolescents at various stages of development
- collage depicting adolescents at different ages, and depicting differences in development

_____ Have listing of television programs for discussion of how teens and their parents are portrayed on TV.

Competency #2 – Describe ways to assist adolescents in their development.

_____ A simple form can be prepared for students to complete statements about current feelings related to teenagers.

_____ A file of information should be gathered and made available to students on topics such as tobacco, alcohol, drugs, AIDS, and parenting issues.

_____ Collect pictures or magazines for a bulletin board display depicting good relationships between children and parents.

_____ Reproduce Supplements 3, "Minute Dramas," 4, "Case Study," and 5, "You, the Parent of a Teen."

Competency #3 – Identify differences in family situations which affect parenting.

_____ If the teacher is assessing the students' attitudes and feelings, prepare statements for students to complete.

_____ Invite students or community members from different cultures to discuss customs and child rearing.

_____ Collect ideas or listings of TV families with differing family structures for the activity.

_____ Determine if duplicates are needed for Supplements 6, "Case Study," 7, "Children in One-Parent Families," and 8, "Single Parents."

Competency #4 – Identify appropriate methods of coping with stress.

_____ Duplicate Supplement 9, "How Likely Are You To Be Affected by Stress?" to use in assessing students' vulnerability to stress.

_____ Duplicate copies of Supplements 10, "Stress Symptoms," and 11, "Stress Reducers."

_____ Invite persons representing organizations or agencies that provide support in dealing with stressful situations.

_____ Collect pictures for an activity depicting stress-related behaviors to use for a bulletin board.

_____ Duplicate Supplement 12, "Causes of Stress."

_____ Duplicate additional copies of Supplement 13, "Case Study."

Competency #5 – Investigate supportive services available to parents.

_____ Compile a directory of supportive services in the area.

_____ Collect pamphlets and brochures from various agencies for students to use.

_____ Obtain copies of state and national listings of agencies and resources from the Department of Children and Family Services.

Introduction

Adolescence is the transition stage between the dependence of childhood and the independence of adulthood. During this change, adolescents experience new feelings, along with tremendous motor/physical, mental/intellectual, emotional, and social growth. Adolescents will test and explore, trying new ways of acting and reacting.

During adolescence, teenagers struggle to separate from their parents and begin learning to be independent as adults. Peer pressure increases as peers help in this separation struggle.

Even though adolescents tend to resist, parents still need to set rules and establish limits; however, teenagers should be allowed to participate in the decision-making of these rules. While parents are still responsible for protecting children from harm, teenagers need to try their own wings—make their own decisions and learn from their mistakes. Every adolescent must learn to understand and accept responsibility for his/her own life.

One thing that most young adolescents lack is confidence. Young people of eleven, twelve, and thirteen like to move in packs. They want to look like their friends, wear the same clothes, and listen to the same music. If their friends are experimenting with drugs, drinking, and smoking, chances are they will, too. Even children of eleven and twelve may be under pressure from older classmates to use drugs and alcohol. Drug experimentation is most likely to start in the early years of adolescence (Koch, 1990).

It is not easy for children of this age to say no to friends they want to please. To a child of twelve or thirteen, the risk of being rejected by friends is much greater than the risk of some harm that might come in the future. Kids have difficulty thinking clearly about the future (Koch, 1990).

The changes occurring during adolescence may present problems for parents, children, and society. As a parent of an adolescent, it may be difficult to start letting go and to accept the teenager's fight for independence. It is extremely difficult when the family situation is nontraditional (i.e., single parent, unemployed parent).

There is great variety in family structure today. Although there are similarities among the various family structures, there are also many differences. For example, the problems in a blended family will differ from those in a single parent household headed by an unemployed teenage mother. No matter what the family structure, the traditions, values, and beliefs of the family contribute to the development of the children. These children will eventually have their own families; this, in turn, is what makes society.

Parents as well as adolescents are working through stages in which many changes are taking place. As a result, the needs of the parent and adolescent may come into conflict. An awareness of developmental tasks and an awareness of the needs of others may help keep conflicts between parents and adolescents to a minimum (Merki & Merki, 1994, p. 180).

Responsible parents are flexible enough to meet the needs of family members as they go through the changes and challenges of adolescence.

Determine Expectations in the Motor/Physical, Mental/Intellectual, Emotional, and Social Development of Adolescents.

Student Outcomes

- Identify the occupational tasks for adolescents.
- Identify various behavior characteristics associated with the period of adolescence.
- Identify changes that occur during adolescent development in each of the four developmental categories (motor/physical, mental/intellectual, emotional, and social).

Key Ideas

Adolescence begins with puberty. The exact age varies.

"Next to infancy, the second fastest period of growth is adolescence" (Merki, 1993). "Physical growth is orderly and sequential but irregular in its rate" (Westlake & Westlake, 1992, p. 24).

The intellectual development of adolescents includes improved capability to think and reason, predict outcomes, and solve more complicated problems. Impulsive decisions can be a part of adolescence. Adolescents need to learn the consequences of such decisions and take responsibility for their actions.

The emotional development of an adolescent includes mood swings, interest in the opposite sex, and new relationships with family and friends. For the first time, adolescents may see their parents as being humans who make mistakes.

Social development includes an ability to feel more deeply and consider others' needs. Friendships and peer acceptance become very important. For many adolescents, rebellion is a part of the process of finding an identity (Koch, 1990). Becoming more independent is an important task of adolescence (Merki, 1993, p. 162).

Definitions

adolescent (teenager)	– a youth aged thirteen to eighteen years old
social development	– the way people behave and react to others; the ability to live and work with others (relationships with others)
emotional development	– adolescents' changing feelings about themselves, others, and the world; involves feelings or emotions and their control
motor/physical development	– changes taking place in one's body from puberty to adulthood including changes in physical appearance
puberty	– the time when one begins to develop certain traits of adult males or females (e.g. males—facial hair appears, voice deepens; females—menstruation begins, breast development) (Merki, 1993)
hormones	– chemicals that cause one to grow and mature
mental/intellectual	– the use of the mind and thinking skills—making decisions and accepting consequences
developmental tasks	– behaviors and skills to be learned; a person's ability to learn, adapt to new situations, and solve problems during a particular age period in order for one to grow toward becoming a healthy, mature adult (Merki & Merki, 1994, p. 16)

Possible Aspects of Adolescence

- rapid physical development and hormonal changes leading to a decrease of self-esteem; wanting to be normal
- determining body image and determining if attractive or unattractive
- testing of family rules as a sign of experimenting with independence
- increased peer pressure to follow the crowd
- experimenting with sex and drugs

Adapted from Bavolek, S. J. (1988). *Nurturing program for parents and adolescents: Activities manual for parents*. Eau Claire, WI: Family Development Resources.

Development Tasks of Adolescents

Psychologists and sociologists have identified certain developmental tasks that can be considered basic to adolescence. Robert Havighurst, a well-known sociologist in the field of adolescence, suggests that the following nine tasks face teens (and sometimes people in their 20s):

1. forming more mature relationships with people your age of both sexes
2. achieving a masculine or feminine social role
3. accepting one's physique and using one's body effectively
4. achieving emotional independence from parents and other adults
5. preparing for marriage and family life
6. preparing for a career
7. acquiring a set of personal standards as a guide to behavior
8. developing social intelligence, which includes becoming aware of human needs and becoming motivated to help others attain their goals
9. developing conceptual and problem-solving skills

Adapted from Merki, M., & Merki, D. (1994). *Health: A guide to wellness* (4th ed.) (p. 161). Mission Hills, CA: Glencoe, Macmillan/McGraw-Hill School Publishing.

Teacher Strategies/Methods

1. Define developmental tasks (see Definitions). Ask students to list what tasks they believe adolescents must develop before becoming healthy, mature adults.
2. Assess students' feelings about adolescence. Completing statements such as the following may give clues to students' attitudes and beliefs:
 - "I would describe adolescence as _____."
 - "Compared to in my parent's day, today's adolescents _____."
 - "One thing I wish people knew about being an adolescent is _____."
3. Distinguish between each developmental category using definitions (i.e., motor/physical, mental/intellectual, emotional, and social) and give examples of expectations in each. The following are examples:
 - motor/physical: appearance of sex characteristics (breasts, voice change)
 - mental/intellectual: thinks about the future
 - emotional: dramatic mood swings
 - social: becomes interested in opposite sex

(Supplement 2, "Expected Development for 13-18 Years," can be a resource for the teacher.)
4. Emphasize that motor/physical, mental/intellectual, emotional, and social growth occur at different rates for everyone and children of the same age group should not be compared. Stress that how adolescents react to these changes also varies. For example, some will feel embarrassed about the change; others may feel proud.
5. Assist students in identifying behavior characteristics associated with adolescents. Have students react to stereotyped behavior characteristics sometimes associated with adolescents such as the following:
 - know-it-all attitude
 - rebelliousness
 - association with a close group/clique
 - fear of being unpopular

Discuss how these stereotypes may have developed (relate to developmental tasks).

6. Determine how aware each student is of his/her own developmental progress (current changes that are taking place). This will help students identify what changes have taken place since entering adolescence. Have students write on Supplement 1 what they think are changes already taking place.
7. The adolescent is dealing with questions such as "Who am I?" "Where am I going?" and "What do I believe?" Discuss or identify ways for the student to help discover who he/she is and what talents, strengths, and weaknesses he/she may have. For example, time needs to be spent talking with parents, family members, friends, and others.
8. Discuss an adolescent's process of rebellion and formation of his/her own identity. Point out that petty arguments may develop around the smallest things (e.g., doing dishes, taking out garbage, eating what family eats, and so forth). Discuss how to resolve these conflicts by looking at both points of view (i.e., adolescents' and parents').
9. Consider inviting representatives of weight control groups, modeling agencies, support groups, or a dermatologist to speak on the effects of physical development on self-identity (*What To Do*, 1983). This may assist students in understanding an adolescent's need to express his/her own identity.

Suggested Student Activities

1. List five examples for each type of developmental change; use Supplement 2, "Expected Development—13-18 Years." Use Supplement 1 for answers. ♀
2. View pictures of adolescents of varying ages (13-18) obtained from magazines, newspapers, or photographs and identify the differences in development that have taken place. ♀
3. Using current teen magazines (e.g., *Seventeen*, *Scholastic*, and *Choices*), collect advertisements to see how many relate to improving personal appearance. Discuss adolescents' interest in physical attractiveness. Include adolescents' obsession with body image and appearance and the ways they deal with these pressures (e.g., steroids and eating disorders).
4. In groups, have students list and discuss what parent(s) and the community expect from adolescents emotionally and socially in the following roles:
 - as a student
 - as a son or daughter
 - as a brother or sister
 - as a member of a group
 - as an individual
 - as a future voting citizen
 - as a future responsible adult ♀ ⬢
5. Discuss how teens and their parents are portrayed on television programs. Questions to ask include "Are the portrayals accurate?" "Why?" or "Why not?" (Ryder, 1990c). You may also have a teen and parent(s) view a TV show together. Reactions from both on specific issues (e.g., rebellious behavior, violence, and sex) could supply discussion material.

Sample Assessments

Knowledge

1. List three (each) changes (motor/physical, mental/intellectual, emotional, and social) adolescents may go through during the teen years. Describe how each change can affect one's life.
2. Given a list of the nine developmental tasks of adolescents, give an example of how to implement each task in an adolescent's life.
3. Correctly match terms related to adolescent development with definitions. (See the "Adolescent Development Quiz" that follows.)

Application

1. Make a diary of favorite memories from early childhood (age 5 and under) and later childhood (age 11 and under). Analyze in writing (1) what made them memorable, and (2) how events of childhood influence motor/physical, mental/intellectual, emotional, and social developments of an adolescent.
2. In groups, research how different cultures mark the passing from childhood to adolescence or from adolescence to adulthood. What symbols of the transition may be used? How does a person's rights, responsibilities, and behavior characteristics change? Is there special preparation necessary for the transition?

Adolescent Development Quiz

DIRECTIONS: Match the description to the term related to adolescent development. Write the letter of the best answer on the blank provided.

Description

- _____ 1. Next to infancy, the second fastest period of growth.
- _____ 2. Something that needs to happen during a particular age period in order to grow toward healthy, mature adulthood.
- _____ 3. Includes mood swings, changing feelings about oneself and the world.
- _____ 4. The time when a person begins to develop traits of adult men or women.
- _____ 5. Chemical substances which cause changes in the body.
- _____ 6. Changes in one's body.
- _____ 7. Includes making decisions, the ability to think and reason.
- _____ 8. The ability to develop relationships with friends and family.

Term

- A. Puberty
- B. Hormones
- C. Adolescence
- D. Developmental tasks
- E. Physical development
- F. Social development
- G. Emotional development
- H. Mental development
- I. Adulthood

Adolescent Development Quiz Key

DIRECTIONS: Match the description to the term related to adolescent development. Write the letter of the best answer on the blank provided.

Description

- C 1. Next to infancy, the second fastest period of growth.
- D 2. Something that needs to happen during a particular age period in order to grow toward healthy, mature adulthood.
- G 3. Includes mood swings, changing feelings about oneself and the world.
- A 4. The time when a person begins to develop traits of adult men or women.
- B 5. Chemical substances which cause changes in the body.
- E 6. Changes in one's body.
- H 7. Includes making decisions, the ability to think and reason.
- F 8. The ability to develop relationships with friends and family.

Term

- A. Puberty
B. Hormones
C. Adolescence
D. Developmental tasks
E. Physical development
F. Social development
G. Emotional development
H. Mental development
I. Adulthood

Supplementary Resources

Books

Westlake, H. G., & Westlake, D. (1990). *Child development and parenting* (Teacher's ed.). (See Bibliography.) Comprehensive, organized, and appealing basic text containing ages and stages of children through adolescence and the roles of parents. Contains practical tips and concise developmental charts.

Westlake, H. G., & Westlake, D. (1992). *Relationships and family living* (Teacher's ed.). (See Bibliography.) A comprehensive text about understanding behavior relationship skills essential for individual and family well-being, and taking charge of one's own happiness.

Questionnaire

Bavolek, S. J. (1985). *Adult-adolescent parenting attitudes*. Kit available from Family Development Resources, Inc. 3160 Pinebrook Road, Park City, UT 84060. (801) 649-5822. Purchase price: \$57.50, plus \$7.00 shipping/handling.

Video

Adolescence: A case study. (1990). A 20-minute video that portrays adolescence as a time of change physically, emotionally, and mentally. The video explores the life of a 17-year-old high school girl. Available from the Illinois Collaboration on Youth (ICOY), 321½ S. 6th Street, Suite 208, Springfield, IL 62701. (800) 252-8045. Free loan.

Developmental Highlights for Adolescents/Teenagers

DIRECTIONS: Write changes and expected changes that take place with teenagers.

Motor/Physical Development

Mental/Intellectual Development

Emotional and Social Development

Adapted from Fyler, V. (1990c). *Parents and their children* (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox.

17

SUPPLEMENT 2

Expected Development*—13-18 Years

Motor/Physical Development

General

- Period of little growth is followed by growth spurt. At first, teenager may look awkward and lanky, but as growth continues, body proportions will equalize.
- Skull grows larger.
- Jaw lengthens.
- Chin becomes more pointed.
- Nose increases in size.
- Profile becomes longer and less childlike.
- Acne may develop and become a problem.
- Very concerned about appearance.
- Sleep reaches its adult pattern.
- All permanent teeth are in except wisdom teeth.

Female

- Ovaries increase production of sex hormones.
- Hormones add a layer of fat on the buttocks, thighs, and arms.
- Breasts become fuller.
- Hips widen.
- Pubic hair appears.
- Menstruation begins (may be irregular).
- Ovulation begins.
- May have achieved maximum growth.

Male

- Testes increase production of sex hormones.
- Sex organs increase in size.
- Muscles develop rapidly and double in strength.
- Shoulders widen.
- Waist narrows.
- Neck thickens.
- Voice drops to a lower pitch.
- Hair appears on face, under arms, and in pubic area.
- Sperm production begins.
- Ejaculations may occur.

Mental/Intellectual Development

- Learns to think generally, symbolically, and abstractly.
- Learns to use the decision-making process.
- Can solve problems, mentally, without having to work with concrete objects.
- Can consider several ideas and concepts at one time.
- Achieves a new awareness of people and issues.
- May think more often about the future.
- May speculate about what might be instead of what actually is.
- May debate more with adults and parents.
- Learns to weigh the relative consequences of an action for the individual and for society.

- Can evaluate self and make necessary corrections to get back on the right track.
- May be capable of thinking about and comparing moral values.
- May insist upon fairness.
- May believe that individuals are justified in breaking an unjust rule.
- Needs to make own decisions.
- Risk-taking may be common—trying to prove to be fearless, powerful, or sexy.
- Responds to life with fully developed mental capabilities.
- Principle growth task is to become a competent, worthwhile, and independent adult.

Emotional and Social Development

- Strives to establish a sense of personal identity.
- May become preoccupied with self-doubt.
- May feel lonely or isolated.
- May have dramatic mood swings.
- May seek to assert independence and autonomy while fighting feelings of insecurity.
- May wonder about the future which is both exciting and frightening.
- May judge self according to perceived opinions of others; sensitive to criticism.
- May be preoccupied with own thoughts and forget the real world.
- May experience role confusion while considering all available options.
- Seeks independence from parents; some conflict may result, but overall relationship with parents is likely to be positive.
- Sees parents as human beings who sometimes make mistakes.
- Is generally influenced more by parents than peers in early teen years, but later may not be able to resist peer pressure.
- Tries out different social roles.
- Learns to interact with an increasing number of people from home, school, and community.
- Is capable of forming close relationships with peers of either sex.
- Very interested in other sex.
- Anxious about becoming an adult.
- Spends more time with friends and away from home; strong peer group allegiance.
- Not talkative at home.
- Not easy to get along with.
- Feels more equal to adults.
- Is likely to be critical, argumentative, and unsure of self.
- In disagreements, blames both self and parents.
- There is a need to achieve emotional separation from parents.
- May sever ties with family—may move out.

*This chart is not an exact timetable for development. Individuals may perform certain activities earlier or later than indicated in the chart. Parents should not compare one child to another.

Adapted from Ryder, V. (1990a). *Parents and their children*. South Holland, IL: Goodheart-Willcox.

Life skills for single parents: A curriculum guide. (1988). Bismarck: North Dakota State Board of Vocational Education.

Family and career transitions resource guide. (1989). Columbus: Ohio Department of Education.

Describe Ways To Assist Adolescents in Their Development.

Student Outcomes

- List ways to build an adolescent's self-esteem.
- Identify some of the temptations and problems facing adolescents.
- Give examples of adolescent needs that a parent can help meet.
- Using case studies, give examples of ways to handle communication problems between a parent and an adolescent.

Key Ideas

Parents need to recognize that adolescents want to be treated in a more grown-up fashion (Koch, 1990).

Adolescents need parents to build their self-esteem (Koch, 1990).

Parents need to provide their teenagers with factual information about alcohol, drugs, and sex. Clear standards should be set for adolescents that are in-line with family values. Parents need to become knowledgeable about these topics so that family discussions can be frank and calm (Westlake & Westlake, 1990).

Definitions

self-concept	– the mental picture one has of oneself
self-esteem	– a sense of personal worth; how one feels about oneself
attitude	– one's feelings toward something or someone
values	– ideals and principles by which we live; what we believe in
needs	– necessary things, including <ul style="list-style-type: none">• emotional needs (love, belonging, feeling worthwhile, security, trust, self-esteem)• physical needs (food, air, water, clothing, shelter)• social needs (friendship, companionship)• mental/intellectual needs (learning, thinking)• spiritual needs (belief in something bigger than oneself)• creative needs (self-expression)
communication	– a two-part process (sending and receiving) to exchange information and feelings

How Important Is Self-Esteem?

Young people who feel good about themselves and who have high self-esteem are *less likely* to do these things:

- drink alcohol
- use other drugs
- use alcohol or other drugs to deal with upset feelings
- start having sex too early
- start having babies before marriage or before they are old enough to be responsible parents
- have sex with many partners or with partners they do not care for
- feel down or hopeless
- feel unloved as adults
- bring their conflicts into the classroom
- attempt or actually commit suicide (Koch, 1990)

Children can be greatly influenced by their parents' attitudes about education and related concepts such as success, failure, and responsibility (Dinkmeyer, Dinkmeyer, McKay, & McKay, 1987).

Some factors that may threaten an adolescent's emotional security include parental insecurity, child abuse, overly rigid parenting, overall permissive parenting, identification with undesirable role models, ineffective guidance, and additional problems (drugs, alcohol, divorce in the family, and so on) (Westlake & Westlake, 1992, p. TE27).

The substitution of group identity for one's self-esteem leaves a person dependent on others to provide him/her with values, goals, and a sense of self-worth (Westlake & Westlake, 1992, p. TE20).


Despite our uniqueness, "we all have the same basic needs that differ only in degree and priority" (Westlake & Westlake, 1992, p. TE18).

Teacher Strategies/Methods

1. Determine current feelings of students related to teenager issues. A technique could be to complete statements such as the following:
 - Right now, my biggest concern as a teenager is _____.
 - If I would ask my parents what they think my concerns are, they would probably say _____.
 - What I need from my parents now is _____.
2. Have students interview parents to find out what it was like when their parents were teenagers. Some questions might include the following: "What were parents' biggest concerns as teenagers? Are they the same type of parent as their parents were?"
3. Stress that it is normal for parents and adolescents to have problems communicating with and relating to each other.
4. Discuss why adolescents need encouragement and feelings of self-esteem. Also, discuss things which may cause teens to have emotional uplifts which help them feel good about themselves. Identify things that threaten an adolescent's emotional security (see Key Ideas).
5. Stress the need for and importance of parents providing guidance (setting limits) for their adolescents without threatening their feelings of freedom.
6. Discuss various communication problems between a parent and adolescent. Consider potential causes and solutions. For example, adolescents have a need to be accepted and conform with others their own age.
7. Stress that parents of adolescents need to be able to separate critical issues involving their child from the merely annoying issues. Parents need to make well-reasoned decisions about when to back off and when to step in. Some examples are issues related to hair styles, clothes, and music versus major issues of curfew, unchaperoned parties, alcohol, and drugs (Brazelton, 1991).
8. Emphasize ways that adolescents need to be shown and told how much they are loved. The ways may be different, but necessary, such as public hugs and kisses versus private discussions.
9. Have a file of information about tobacco, alcohol, and drugs to make available to students. Stress that students need to be knowledgeable about the temptations and problems of teenagers, and that this information is available to them.
10. Discuss some of the serious problems that a parent of an adolescent may have and possible resources available to parents.
11. Stress the importance of a parent's positive attitude and influence toward education. Reinforce that parents need to know about and be involved in schools and education.

Suggested Student Activities

1. Have the student list a number of communication problems that exist between parents and adolescents. Examples could be parents not understanding or approving of an adolescent's language and the adolescent's need to separate from his/her parents. Discuss why these problems occur and how parents can help.
2. Identify ways that parents can improve communications with adolescents such as genuine interest in adolescents' lives and listening to their problems. Also, identify ways adolescents can improve communications with parents.
3. Using magazines, find pictures of parents and adolescents interacting. Identify actions illustrated which may contribute to good relationships. One example would be a parent and adolescent doing a project together. These pictures may also be used in making a bulletin board for school or classroom display.
4. Have students brainstorm to develop two lists related to family harmony titled "Things That Make Life Pleasant at Home" and "Things That Make Life Difficult at Home." Have students select those items on each list for which they feel responsible and have them describe their contribution. Have students do same activities from the viewpoint of the parent only. ♀
5. Identify verbal and nonverbal ways that a parent can build a child's self-esteem such as saying "good job" or by listening and giving attention. ⬢
6. Using Supplement 3, "Minute Dramas," have students determine which represent communications being opened and which show communications being closed between parent and adolescent. ♀ ⬢
7. Using Supplement 4, "Case Study," have students discuss how to handle the situation. Answer questions given as discussion guidelines. ⬢
8. Using the list of "Developmental Tasks of Adolescent" in Competency One (Key Ideas), identify personal ways that a parent can help an adolescent in his/her development. (Examples might be providing information on subjects such as sex, listening to the adolescent, spending quality time with the adolescent, and setting realistic rules).
9. Have students identify the negative and positive effects of peer pressure. Discuss how parents can help ease the negative and add to the positive effects (Ryder, 1990c).
10. Brainstorm a list of what could threaten an adolescent's emotional security. Some examples could be not being accepted in a peer group, difficult family situations, and thoughts of suicide.
11. Identify ways a parent can help adolescents handle confrontations by peers and others and make decisions about tobacco, alcohol, and drugs. One way is to give them accurate information. ♀
12. Discuss the influence a parent has on adolescents such as staying in school, the use of drugs, and vocational choices. Discuss other influences such as peers and media. ⬢
13. Identify danger signs of adolescent issues (e.g., alcohol or drug use, dropping out of school, eating disorders, and suicide). Symptoms, for example, could be staying out late, failing grades, talks of death, excessive sleeping, and a bad attitude.
14. Using Supplement 5, "You, the Parent of a Teen," have students discuss how they would react to and handle the situations (Ryder, 1990c). Students might ask a parent to also complete the supplement and discuss the answers. Role play the scenes suggested in supplements. ♀
15. Have students write guidelines (i.e., rules and limits) for teenagers to follow as they become more independent (Ryder, 1990c). Compare these to limits already put in place by their parents. ⬢ ⬢

-
16. Have students role play scenes of parents reacting to teens' friends. One example would be a parent walking into a room and discovering teen's friend smoking or drinking. Evaluate parental attitudes as negative or positive (Ryder, 1990c). 
 17. Using a panel of teens and parents, discuss the issue and resolution of problems between teens and their parent(s). Some examples are curfew, friends, and household responsibilities.

Sample Assessments

Knowledge

1. List six categories of basic human needs (motor/physical, mental/intellectual, emotional, social, spiritual, and creative), and give an example of what would be included in each category.
2. Analyze the statement, "We all have the same basic needs that differ only in degree and priority" (Westlake & Westlake, 1992, p. TE18). Tell how parents and adolescents' needs are the same and how they differ.
3. List five common temptations or problems facing adolescents. For each one identified, list a strategy for handling the temptation or problem in a "win-win" fashion (so you do the right thing and anyone else involved in the situation can "save face.")
4. Given sample situations or case studies, determine an effective strategy to improve the communication between parent and adolescent.

Application

Conduct a poll of classmates to identify the five biggest temptations/problems facing adolescents. In a group, select one temptation/problem and research it. Include background information, any relevant facts and statistics, an expert opinion on handling the temptation/problem, and a handout for the class listing the important facts and general guidelines.

Supplementary Resources

Books

- Bavolek, S. J. (1988). *Nurturing program for parents and adolescents*. (See Bibliography.) An activity-based program loaded with well-organized, basic information about adolescents, parenting relationships, and human behavior.
- Jacobs, M. (1988). *Building a positive self-concept*. A book containing activities for adolescents that encourage development of assertiveness techniques and problem-solving strategies. Available from the Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743. (800) 99-YOUTH (96884). Purchase price: \$19.95.
- Youngs, B. (1991). *How to develop self-esteem in your child: 6 vital ingredients*. New York: Fawcett Columbine.

Article

- Davis, L. (1993, February). 6 myths about kids' self-esteem. *Child*, 8(1), 90-92, 126.

Videos

- Fitting in: A new look at peer pressure*. (1990). A 25-minute video covering tools and skills kids can use to deal with negative peer pressure and the importance of building self-esteem. Available from the Illinois Collaboration on Youth (ICOY), 321½ S. 6th Street, Suite 208, Springfield, IL 62701. (800) 252-8045. Free loan.
- How to be a good kid*. (1990). A 24-minute video designed to address decisions involving lying, deceiving, shoplifting, doing drugs, going along with the crowd, and so forth. Available from ICOY, 321½ S. 6th Street, Suite 208, Springfield, IL 62701. (800) 252-8045. Free loan.
- Learning to manage anger*. (1990). A video published by the Institute for Mental Health Initiatives of a training session developed to teach adolescents the seven-step rethink process. Available from DCFS, 227 S. 7th Street, Springfield, IL 62701. (217) 785-5689. Free loan.
- Personal development video series*. (1990). A series of five videos that address many of the problems faced by young people as they make the transition from childhood to adulthood. Topics include self-esteem, values, stress, shyness, and relationships. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$98.00.
- The power of choice videos*. (1990). A series of twelve 30-minute videos about students putting themselves in control of their own lives. Topics include values, self-esteem, pressures, alcohol and drugs, sex, communications, and parents. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$74.95 to 89.95 each.
- Why is it always me?* (1990). A 14-minute video illustrating a five-step program for solving personal problems including conflict situations involving family or peers. Available from ICOY, 321½ S. 6th Street, Suite 208, Springfield, IL 62701. (800) 252-8045. Free loan.

Minute Dramas

1. Sam is sixteen years old and dislikes school very much. He wants to quit school and get a job.

Sam: I can't seem to get ahead in school. I'm really having trouble with my classes. I'd like to just quit!

Dad: No son of mine is going to be a quitter. It's a disgrace!

2. Lance, a high school senior, is faced with the decision of whether or not to go to college.

Lance: I just don't know what to do. I'm not sure college is right for me.

Dad: It's a tough decision and it's up to you. Would you like to discuss some things that are bothering you?

3. Carletta is a sophomore in high school and is getting ready to go to the movies.

Mother: You're not going to go out dressed like that! That top is indecent!

Carletta: Mom, this is the latest thing. You're just old-fashioned.

4. Seventeen-year-old Frank comes in from school and leaves again before his parents come in from work. He is late getting back and his parents are worried.

Dad: Where have you been? You could have at least left us a note.

Frank: Do I have to tell you everything I do? I'm not a kid anymore.

Adapted from *Adult roles and functions curriculum* (1979) Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Case Study

Jasmine: You are seventeen years old. You have only been allowed to date for one year and you still feel resentful toward your parents for this. As you see it, you have the most old-fashioned parents in town and you feel as though they really don't trust you. You have been seeing a very nice guy, Karl. Karl is a freshman at a nearby college. His fraternity is having a dance Saturday night and he has asked you to go. You have to speak with your father about it.

Mr. Rashad: You are the father of four children and Jasmine is the last one at home. You have always tried to do what is right for your family and you consider Jasmine your special "baby girl." You are concerned with all the news reports of rapes, murders, and the horrible things that sometimes happen to young girls. You realize that Jasmine will soon be on her own, but it's very hard to let go. Jasmine has just asked you about attending a fraternity dance where there will be no chaperones and she will be out very late.

Questions for Discussion:

- How would you handle the situation if you were Jasmine?
- How would you handle the situation if you were Mr. Rashad?
- Could Jasmine and her father compromise on the situation?
- Do you think Mr. Rashad's concerns are valid? Why or why not?
- Do you think Jasmine is asking too much of her father? Why or why not?

Adapted from *Adult roles and functions curriculum*. (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

You, the Parent of a Teen

SITUATION	YOUR REACTION	WHAT YOU (AS A PARENT) WOULD DO
1. Your teenager comes home drunk from a party.		
2. Your teenager wants information on birth control.		
3. Your teenager's friend has AIDS.		
4. Your teenager won't talk to you.		
5. Your teenage daughter tells you that she is pregnant.		
6. Your teenage son tells you that he is going to be a father.		
7. Your teenager is very depressed.		
8. Your teenager receives a ticket for reckless driving.		
9. Your teenager is arrested for shoplifting.		
10. Your teenager is suspended from school for smoking marijuana.		

Taken from Ryder, V. (1990c). *Parents and their children* (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox.

COMPÉTENCY THREE

Identify Differences in Family Situations Which Affect Parenting.

Student Outcomes

- Define family.
- Describe differences in family structures that affect parenting.
- Using case studies, develop an awareness of how children are affected by various family structures.

Key Ideas

Although growing up in a single-parent home does not necessarily cause psychological difficulties, there is a greater risk of such problems developing than in a stable two-parent home. The problems in a single-parent household are often compounded by lack of money ("Marketing & Outreach," 1990).

One-parent families have to account for the responsibilities and duties of a two-parent family. This often interferes with the child's free time as well as that of the parent.

It takes time for most families to adjust to divorce. How long it takes will vary from child to child. The big difference in how children adjust is related to the parents' attitudes and actions ("Marketing & Outreach," 1990).

Some single parents may have to get outside help to provide care for the children or other family members. This often makes the parent feel inadequate.

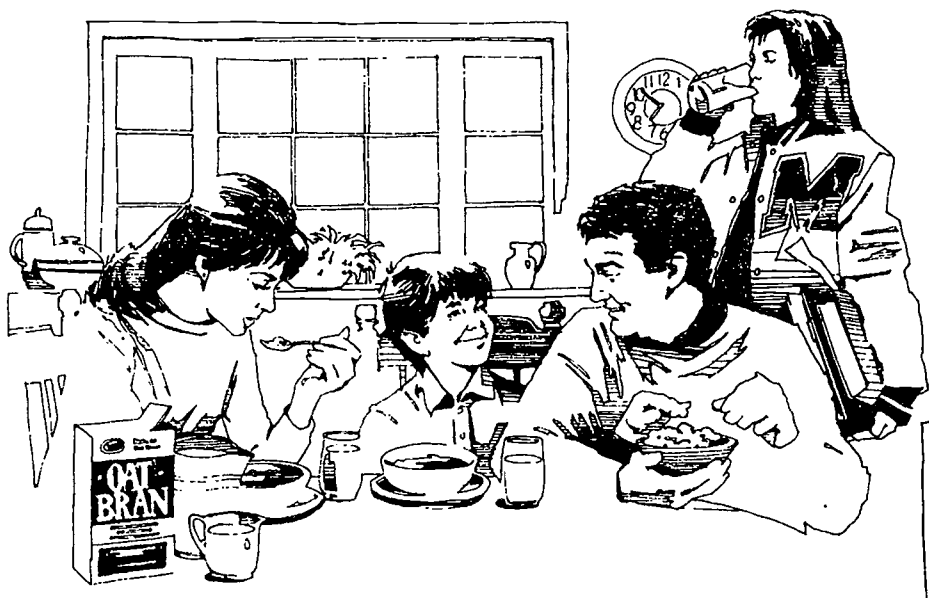
Parents who openly regret their situation influence their children's attitudes and behaviors toward the family ("Marketing & Outreach," 1990).

Definitions

family	– a group of two or more people who care about each other and are committed to each other (Brisbane, 1994, p. 38) or a group of people related by blood, marriage, or adoption (Merki & Merki, 1994, p. 735)
nuclear family	– mother, father, and child(ren)
nontraditional family	– any family structure other than the nuclear family
single parent	– a mother or father who is separated, divorced, widowed, or not married; or a foster parent, step-parent, or legal guardian who has custody of a child but does not have a live-in spouse (<i>Adult Roles</i> , 1979)
step-parent	– the person who has married one's parent after the death or divorce of the other parent
extended family	– a nuclear family or single-parent family plus other relatives in one house (Merki & Merki, 1994, p. 84)
dual career family	– both parents working full-time
foster parent	– a person who cares for and raises a child although not a member of the family by birth or adoption
legal guardian	– a person legally in charge of the care and protection of someone
multicultural	– a combination of cultures
blended family	– a parent and child(ren) from one family coming together with a parent and child(ren) from another family to form a new family

Teacher Strategies/Methods

1. Ask students "what makes a family?" Define family.
2. Identify various family structures (e.g., nuclear, single-parent). Discuss how family structures affect parenting.
3. Discuss ways that families have changed since a parent's childhood. Consider things that have changed and those that have not changed.
4. Identify and make distinctions between different types of family situations (e.g., two-parent family, parents separated/divorced, and single-parent). Discuss some of the issues facing parents in these situations (e.g., being both mother and father).
5. Identify ways that a parent handles parenting problems in different family situations (e.g., the acceptance of a natural parent and the rejection of a step-parent).
6. Assess attitudes and feelings regarding parenting. A technique may be to have the student ask a parent to complete statements such as
 - I like being a parent because . . .
 - I don't like being a parent because . . .
 - I could be a better parent if . . .
 - If I could change my situation as a parent, I would . . .
7. Examine students' feelings by discussing questions such as
 - What kind of parent would you like to be?
 - What do you think you would like most about being a parent?
 - What do you think your children might like most about you as a parent?
8. Reinforce the idea that a parent's attitude and behavior will greatly influence a child.
9. Invite students or community members from different cultures to form a panel to share some customs and child-rearing practices in their cultures. Ideas for discussion might include similarities and differences of students; advantages and disadvantages for children experiencing many cultures; and help for people to develop an understanding, appreciation, and tolerance for their own culture and those different from their own (*Parenting Education*, 1990).



Suggested Student Activities

1. Identify as many categories of families as possible (e.g., unwed mother, divorced mother with children, divorced father with children, parents separated, one parent deceased). Discuss how parenting would be affected by each. ♀ ⬢
2. Make a chart that illustrates or discusses family responsibilities assigned to family members in a two-parent family; then have students tell how they would rearrange duties to allow for the absence of one parent. Compare other family structures and the related duties. ♀ ⬆
3. Discuss what effect family situations have on the emotional stability of adolescents (e.g., a death in the family, divorce, abuse, or handicaps). ⬆ ⬢
4. View pictures of celebrities or describe TV families with family structures different from their own. Examples are the "Brady Bunch" (blended family), "Cosby Show" (dual career couple), "Full House" (widowed parent), "Family Matters" (extended family), and "Leave it to Beaver" (traditional family). Identify similarities and differences. Have learners select current examples. ⬆ ⬢
5. Identify some of the challenges nontraditional families face. Have students suggest some steps the parent(s) could take to handle the challenges (*Parenting Education*, 1990). ♀ ⬆
6. Use Supplement 6, "Case Study," and answer the questions provided.
7. Read case studies from Supplement 7, "Children in One-Parent Families" and determine how the children in each situation may be affected. ♀ ⬢
8. Using Supplement 8, "Single Parents," read the case studies and answer the attached questions. ⬢ ♀ ⬆

Families of Divorce

- Some people feel that divorce is more difficult to adjust to than the death of a parent because death is final and the adjustment begins fairly soon after the loss. However, the stress of divorce begins months, even years, before the actual break-up and may never end because of the constant contact or longing for contact among family members. Separation due to military service or imprisonment may be prolonged, but, except for life imprisonment, is considered by all parties to be temporary ("Marketing & Outreach," 1990).
- Children react differently to divorce, depending on their age and gender. However, there seems to be some common experiences that children and adolescents go through when a divorce occurs ("Marketing & Outreach," 1990).
- Divorced parents often have conflicting opinions of how the children should be raised. This places the children in the middle, creating an uncomfortable relationship.

Sample Assessments

Knowledge

1. Define "family."
2. Select any two-family structures. Describe how parenting would be affected or differ in the two.
3. List one way the development of children (motor/physical, mental/intellectual, emotional, and social) may be affected by each of the following family structures:
 - nuclear family
 - single-parent family
 - extended family
 - blended family

Application

Select a TV program that portrays a family that includes an adolescent. Identify the type of family structure portrayed (e.g., nuclear, single-parent, extended, blended). Briefly describe how the development of children (motor/physical, mental/intellectual, emotional, social) is affected by the family structure portrayed.

Supplementary Resources

Book

Spencer, A., & Shapiro, R. (1993). *Helping students cope with divorce*. A series of ten student-tested group-counseling sessions that focus on building self-esteem and teaching students grades 7-12 coping skills. Available from the Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743. (800) 99-YOUTH (96884). Purchase price: \$29.95.

Curriculum Guide

Parenting. (1993). This guide contains units including family patterns, parenthood, crisis, and stress in families, along with resources for parenting. Available from Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65202. (800) 669-2465.

Videos

Blended families. (1991). A 30-minute video that is part of a video training series with a commonsense approach to many of the aspects of parenting in a blended family. Available from Distinctive Home Video Products, 391 Ec Portal Road, San Mateo, CA 94402. (415) 344-7756. Purchase price: \$95.00.

The following videos are available on free loan from the Illinois Collaboration on Youth (ICOY), 321½ 6th Street, Suite 208, Springfield, IL 62701. (800) 252-8045.

Act two (stepparenting). (1990). A 23-minute video that addresses using communication to build relationships in a new family that includes stepchildren.

Blended families: Yours, mine, and ours. (1991). A 30-minute video that addresses typical problems faced by blended families.

Teens in changing families. (1990). A 26-minute video that demonstrates strategies for coping with a new parent and new siblings.

How families differ. (1992). A 15-minute video that examines the diverse family forms in our society, while emphasizing their common functions. Available from Glencoe, MacMillan/McGraw-Hill, P.O. Box 508, Columbus, OH 43216. (800) 334-7344.

Today's family: Adjusting to change. (1990). A 28-minute video that examines various family styles. Available from Opportunities for Learning, 941 Hickory Lane, P.O. Box 8103, Mansfield, OH 44901-8103. (419) 589-1700. Purchase price: \$14.00.

Case Study

Andre: You are eighteen years old. Since the death of your father two years ago, you have had a part-time job to help with family living expenses. You have a fifteen-year-old brother, James, and a twelve-year-old sister, Danette. You have missed out on a lot of high school activities because of your responsibilities at home. Your best friend, Marcus, has offered to help you get a full-time job after graduation. The job pays well, but it is in a town thirty miles away. Marcus has asked you to share an apartment with him close to work. You are going to talk to your mother about your move.

Mrs. Matthews: You are forty years old and have worked as a salesclerk since the death of your husband. You are unable to get a better paying job because of your lack of training. You did not further your education after high school and did not work outside the home after you were married. Andre has just told you he wishes to leave home.

Questions for Discussion:

- What are some reasons that Mrs. Matthews might not want Andre to leave home?
- What kind of support has Andre probably given his family other than financial support?
- How might things at home have to change if Andre leaves?
- What could Andre do to make his leaving easier on his mom?
- What extra responsibilities might James and Danette have?
- Do you think it is fair for Andre to want to leave home?

Adapted from *Adult roles and functions curriculum*. (1979) Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Children in One-Parent Families

1. Jimmy is eighteen months old. His mother, Mona, is an unmarried sixteen-year-old. They live in a two-room apartment with meager furnishings. Mona has a job as a salesclerk and has to work very long hours. An elderly lady next door keeps Jimmy during the day, but has no interest in small children. When Mona comes in from work, she is usually tired and does not want to spend time with Jimmy. Her nerves are always on edge and she loses her temper and spansks Jimmy for no reason. It has even gotten to the point that she resents him because she would like to go out and have some fun like other girls her age.

2. When Ralph and Renee were divorced, Renee was granted custody of their three children: Benet, age eight; Lara, age ten; and Brandon, age fourteen. Ralph has visiting rights.

After school is out in June, the children go to stay with their father in another state until school starts in September. He is very permissive and never says "no." When it is time for Benet, Lara, and Brandon to return home to their mother, they do not want to go. They know Renee will not let them do as they please. Ralph says they can stay. He says there is nothing the law can do to make him return the children to Renee since he lives in another state.

3. Douglas is thirteen years old. His father died two years ago, so he and his mother, Londa, live alone. Londa is a legal secretary in a large law firm and has had little trouble, financially, raising her son. Douglas misses his father, but over the past couple of years, he has been able to accept the fact that his father is gone. His Uncle Fred visits them often and takes Douglas on camping trips to the mountains. Londa works hard at being both mother and father to Douglas and spends as much time with him as possible.

Adapted from *Adult roles and functions curriculum* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.



Single Parents

DIRECTIONS: Read the case studies and answer the questions below.

Rolando

During a coffee break discussion, Rolando, a divorcée, and his unmarried friend, Tori, are discussing Tori's ski trip for next weekend. Rolando says he has custody of his two children and is taking them to the zoo this weekend. Tori wishes him luck and thinks it is a good thing Rolando got custody. He loves the children and tries to take good care of them. Rolando's ex-wife became an alcoholic after the last child was born.

Aparna

Aparna is a pregnant divorcée who has two other preschool children. Her husband kept the only family car after the divorce. Aparna's widowed mother who lives with her is often ill. When this happens, Aparna has to get a neighbor to come in to look after both her mother and the children while she is at work. In spite of her difficulties, Aparna is glad to be on her own. Her former husband abused her and the children. She is still a little afraid he might return to town.

Moiya

Moiya is sixteen years old and she lives with her parents. Her child is three months old. Both of Moiya's parents work and, as a result, Moiya had to drop out of school when the baby was born. The family could not afford a babysitter. Moiya and her parents constantly argue over money. Moiya got a chance to go out for an evening with some friends, but her mother had to work overtime. The only thing she is thankful for is that she did not marry the baby's father. She does not know why she ever got involved with him.

Questions for Discussion:

- What are the advantages for each parent?
- What are the disadvantages for each parent?
- What are the advantages for each child?
- What are the disadvantages for each child?

Adapted from *Adult roles and functions curriculum*. (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Identify Appropriate Methods of Coping with Stress.

Student Outcomes

- Using the chart provided, identify various symptoms and illnesses that can be caused by stress.
- Identify stressful situations that adolescents and parents of adolescents may experience.
- Give examples of ways to manage and reduce stress.

Definitions

stress	– our response to change; how we react to situations
stressor	– the agent that produces stress, or the source of stress
lifestyle	– the way a person lives
stress management	– to deal effectively with stress

Key Ideas

Stress is a part of life for everyone.

Some stress is healthy. Stress cannot be avoided—a person must learn to manage it.

Stress is caused by many things. Some sources of stress are work situations, school problems, family problems, or experiencing a loss. Some events are more stressful than others.

Factors that influence a person's stress reduction include diet, physical activity, time management, and stress management techniques. Stress-related symptoms and illnesses may occur when excessive stress is not effectively managed (e.g., backache, headache, sexual dysfunction, excessive sweating, indigestion, ulcer, insomnia, depression, alcohol and drug abuse, stroke, and heart disease).



Teacher Strategies/Methods

1. Using Supplement 9, "How Likely Are You To Be Affected by Stress?," assess the student's vulnerability to stress. This will give clues as to trouble spots in the student's life and may pinpoint stressors. This may also identify those stressors that the student could work on modifying.
2. Assess the student's comprehension of stress. Discussion questions might include the following:
 - What causes stress in your life?
 - How has stress in your life changed over time (infant vs. adolescent)?
 - What kind of stressors do you experience as an adolescent?
 - What stresses do you cause in your life from a fear or worry of things that "might" happen? ☒
3. Using Supplement 10, discuss various illnesses students experience that can be attributed to stress. Ask questions such as
 - What symptoms do you experience when under stress?
 - Are your stress symptoms more physical (headaches), emotional (depression), or behavioral (antisocial)?
4. Define stress. Stress comes from two basic forces—physical activity or mental and emotional activity. Discuss stressors for adolescents (e.g., school problems, family problems, peer acceptance, and so on).
5. Discuss changes in lifestyles that contribute to stress. Discuss a parent's stress vs. an adolescent's stress.
6. Using Supplement 11, "Stress Reducers," discuss ways in which the student can manage and reduce stress.
7. Invite persons representing organizations or agencies that provide support in dealing with stressful situations (e.g., representatives from mental health clinics, Ala-Teens, and school counselors) to meet with students. Students could write summaries of the presentations, including the services available, cost, and personal evaluation.

Stress that adolescents and parents need to be aware of what support systems are available.

Suggested Student Activities

1. Develop a bulletin board display entitled, "Prescription for Stress." Use words or pictures that seem to depict the following behaviors. Discuss how these behaviors can be stress-related.

- worrying
- trying to be perfect
- trying to live up to others' expectations
- competing
- having to win all of the time
- getting so involved with other things that you have no time for yourself
- relating poorly to others
- feeling inferior to others



2. Have the students find pictures that seem to depict joy, pain, sorrow, fear, boredom, and tension. Some possible discussion questions follow:

- What feelings seem to be apparent from the outward appearances on the pictures?
- Do outward appearances accurately reflect the way one reacts to stress? Why or why not?



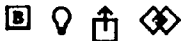
3. Make a list of causes of stress and place them under headings such as the following:

- relationships at home, school, work, and church
- academic concerns
- household and time-management problems
- physical problems; financial concerns
- recognition from others (see Supplement 12, "Causes of Stress")

List some ways to deal with the stress. Supplement 11, "Stress Reducers," can be used as a basis for initial discussion of stress reduction.



4. Develop a list of stressful situations that a parent of an adolescent may experience. Examples include not being able to afford name-brand tennis shoes or a car; having to tell adolescent to get a part-time job to help with bills; and working too much and not spending time with the adolescent. Describe potential ways to manage stressful situations.



5. Identify some simple ways or techniques anyone can use to handle stress. (See Supplement 11.)

6. Using Supplement 13, "Case Study," identify the signs of stress that Kara exhibits.



7. Write an article for the local newspaper or story for the class on stress and how it affects parents and teenagers.



8. Discuss positive and negative ways that adolescents use their knowledge and feelings to get what they need. For example, they dress and act like their peers in order to be accepted and feel good about themselves. Discuss how parents attempt to limit or control adolescents. For example, parents might refuse to buy certain types of clothing that the adolescent wants.



9. List ways in which teen years impose new pressures on family lifestyles and ways in which parental pressures peak during these years. Examples include not eating meals together and conflicting schedules.

Sample Assessments

Knowledge

1. List five symptoms or illnesses that can be influenced by stress.
2. List two examples of stressful situations that parents of adolescents may experience.
3. List two stressful situations that adolescents may experience.
4. List ten tips to manage and reduce stress.

Application

Select a problem facing adolescents and parents (e.g., communication, peer pressures, dropping out of school). Research the resources available to provide support to adolescents and families in need of services. An information flyer can be created and distributed to students.

Supplementary Resources

Starer, D. (1992). *Who to call: The parent's source book*. New York: Morrow. Purchase price: \$15.00.

Video

Understanding your parents. (1992). A 12-minute video that focuses on stress of different generations and how each generation copes with changes and resolves conflicts. Available from Glencoe, MacMillan/McGraw-Hill, P.O. Box 543, Blacklick, OH 43004-0543. (800) 334-7344. Purchase price: \$49.00.

How Likely Are You To Be Affected by Stress?

Here is a list of some habits that may influence how you are affected by stress. Read each item and make an "X" on the blank beside each item that applies to you. The attached guide explains why each factor may be important to how you are affected by stress.

- _____ 1. I eat at least one hot, balanced meal a day.
- _____ 2. I get seven to eight hours of sleep at least four nights a week.
- _____ 3. I give and receive affection regularly.
- _____ 4. I have at least one relative within 50 miles on whom I can rely.
- _____ 5. I exercise to the point of perspiration at least twice a week.
- _____ 6. I am able to limit my smoking (if done at all).
- _____ 7. I take fewer than five alcoholic drinks a week (if at all).
- _____ 8. I am the appropriate weight for my height.
- _____ 9. I have an income adequate to meet basic expenses.
- _____ 10. I get strength from my religious beliefs.
- _____ 11. I regularly attend club or social activities.
- _____ 12. I have a network of friends and acquaintances.
- _____ 13. I have one or more friends to confide in about personal matters.
- _____ 14. I am in good health (including eyesight, hearing, teeth).
- _____ 15. I am able to speak openly about my feelings when angry or worried.
- _____ 16. I talk to the people I live with about domestic problems (e.g., chores, money, and daily living issues).
- _____ 17. I do something for fun at least once a week.
- _____ 18. I am able to organize my time effectively.
- _____ 19. I drink fewer than three cups of coffee (or other caffeine-rich drinks) a day.
- _____ 20. I take some quiet time for myself during the day.

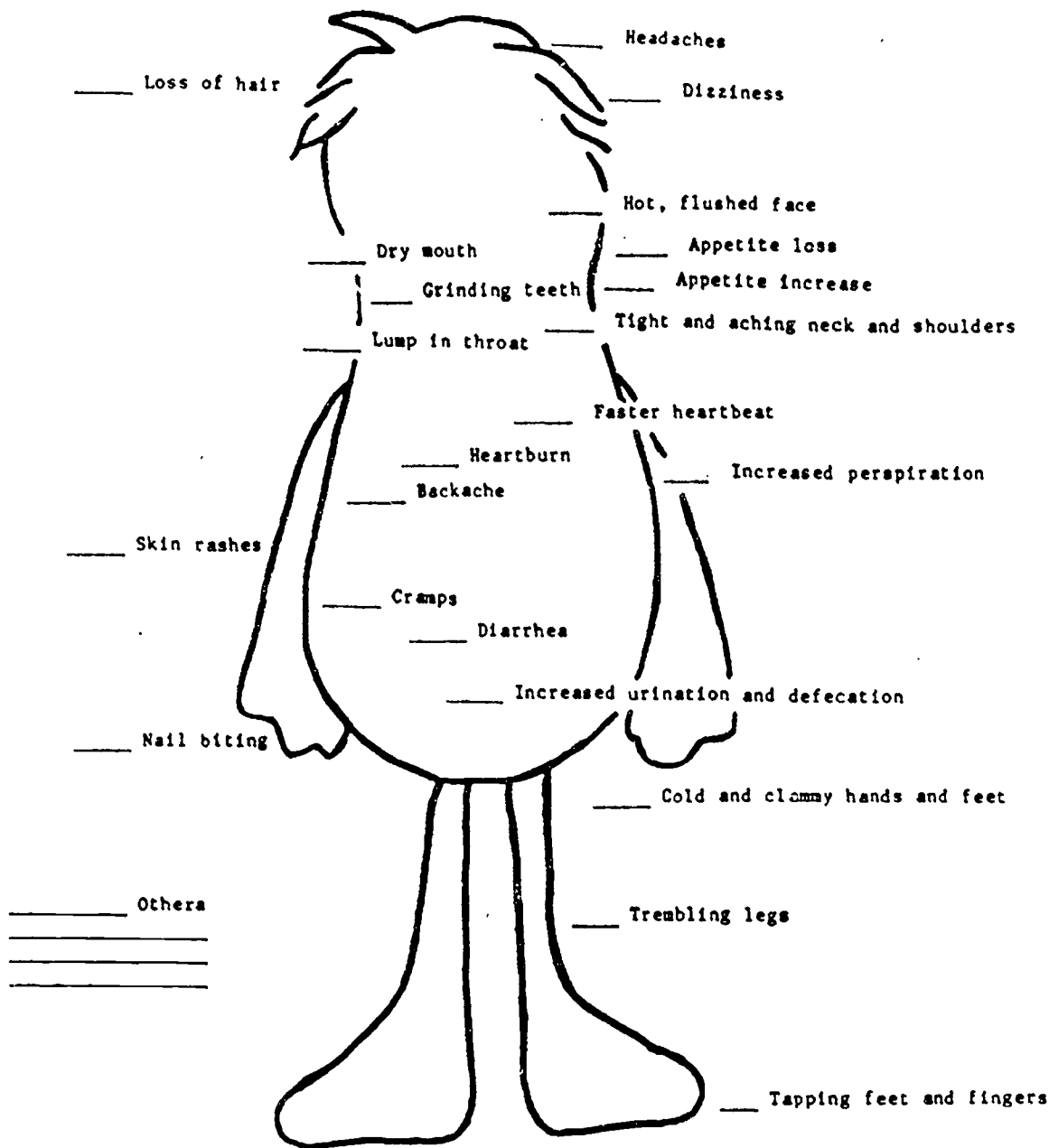
Adapted from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.

Teacher Guide to Supplement 9: How Likely Are You To Be Affected by Stress?

1. Good nutrition including a variety of foods can help in maintaining health and in coping with stress. The right food at the right time may help one live with or relieve stress. Air-popped popcorn, dry breakfast cereals, and rice cakes may be helpful additions to a nutritious diet for especially stressful times (Editors of *Prevention Magazine*, 1988).
2. Enough sleep means one can be alert and go about one's activities. Many people experiencing stress may have trouble sleeping and may wake up tired and irritable. Over time, lack of sleep may contribute to the body's lack of energy and ability to cope with stress. To help in falling asleep, try a light snack of complex carbohydrates (such as crackers, not sugar), exercising early in the day, avoiding nicotine and caffeine, and practicing relaxation (Editors of *Prevention Magazine*, 1988).
3. Research shows that when people become closer socially and emotionally, rates of disease and death go down (Editors of *Prevention Magazine*, 1988).
4. Many families provide the caring for and about one another that people need, especially in times of stress. The strength of a family may lie in how well it fulfills the expectations of its members for love, security, protection, emotional and financial support, nurturing, guidance, and encouragement (Romness & Carr, 1986).
5. Researchers have found that a minimum of three half-hour exercise sessions weekly will not only help relieve depression but will reduce the frequency and severity of it happening repeatedly. Exercise improves physical condition enabling the body to more efficiently deliver oxygen to muscles so one does not tire quickly. It also stimulates an overall feeling of well-being (*Depression*, 1983).
6. Nicotine in cigarettes causes slight impairment to a person's ability to react in emergencies and affects a person's ability to breathe efficiently, which is especially important in stressful situations (Romness & Carr, 1986).
7. Alcohol is a powerful depressant drug that masks the symptoms of stress. Alcohol can increase stress by inhibiting clear thinking, or create new problems such as arguments, accidents, and so forth (*About College and Stress*, 1991).
8. Looking good can help one feel good. Plus, maintaining an ideal body weight may lessen the burden on body systems and leave more energy to use for adapting to stress.
9. In order to be independent, one needs to financially support oneself. This includes paying for the basic needs of food, shelter, and clothing as well as transportation, education, recreation, medical costs, and taxes. One needs to (1) allow a certain amount of money weekly or monthly for expenses, (2) plan ahead, and (3) stick to a budget (Romness & Carr, 1986).
10. Religion may provide a personal philosophy that gives one's life meaning and hope, even in seemingly hopeless moments (Editors of *Prevention Magazine*, 1988).
11. Social networks provide emotional support, communicating to a person that he/she is loved, cared for, and valued. Social networks provide information and referral to helpful resources (Slaikeu, 1990).
12. Friends tend to give each other emotional comfort and act as buffers against stress (Editors of *Prevention Magazine*, 1988).
13. Confiding in a trustworthy, level-headed person may relieve strain, help one see a situation in a clearer light, and help one determine what to do (*Adolescent Parent Resource Guide*, 1989).
14. The amount of stress in one's life has been found to be a factor in the risk of illness. Stress may not cause disease but it is known to be a major contributor to several illnesses including heart disease and asthma. Stress can impair the ability of the body's immune system to fight off disease.

15. Bottled-up anger ("stuffing it") may boost blood pressure, contribute to headaches, and possibly aggravate such conditions as ulcers. A healthy response to anger is to direct it. Calmly discuss problems, discuss the causes of anger, express anger in ways that do not hurt, and learn to let go of anger when it is expressed. Crying may relieve stress by ridding the body of harmful chemicals produced in stressful times.
16. Living is not something one does alone. People become dependent on the help, services, and friendship of others. Talking about everyday problems may lessen stress and prepare one for major stressors (Romness & Carr, 1986).
17. Laughter is good exercise, a form of "inner jogging." A good laugh may lower blood pressure, reduce muscle tension, increase alertness, and improve digestion. And, if one laughs hard enough to cry, tears contain bacteria-killing agents. Books, movies, jokes, and reminiscing may be fun therapy (*Adapting to Stress*, 1988).
18. Planning ahead may help give one a sense of control over what happens and may prepare one mentally for stress. Planning can help one save time and help prevent the jitters over the unexpected happening (Editors of *Prevention Magazine*, 1988).
19. Caffeine (found in coffee, tea, chocolate, and some soda pop) may produce a nervous, jittery feeling that may make stress symptoms seem worse and may make it more difficult to think clearly.
20. Studies have shown that people reduce their heart rates, respiration, and blood pressure by committing to a regular routine of a few minutes of quiet relaxation morning and evening.

Stress Symptoms



Physical Changes

Taken from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.

Stress Reducers

Learn to accept what you cannot change.

Exercise.

A brisk walk, jog around the block, jumping rope, dancing, aerobics, or whatever you prefer.

Eat good foods.

Fresh fruits, salads, and milk. Stay away from greasy, fatty, fast foods; calorie-packed junk foods; and coffee and caffeine products.

Get rest.

Sleep six to eight hours at night. Take short naps if necessary.

Work off your anger.

Put your energy into a physical activity like biking or taking a long walk instead of taking it out on someone.

Get a change of scenery.

Get away from situations causing you pain. Get out of the house, take a walk, or read a book. However, be prepared to come back and deal with the problem when you are more together.

Take time for yourself.

Try not to work so hard. Take time for recreation, a hobby, or a movie. This will help get your mind off of the problem.

Talk it out.

When something worries you, don't bottle it up. Confide your worry to some level-headed person you can trust such as your father or mother, a good friend, your clergyman, your family doctor, a teacher, or a school counselor.

Get your mind off yourself and your problems.

Find the opportunity to help others.

Spruce yourself up.

Wash your hair; take a bath. Change into fresh, clean clothing.

Buy and borrow wisely.

Impulse buying can lead to financial problems.

Relax.

Take a few deep breaths and stretch out often. Do not prescribe medications for yourself to relieve tension.

Take one thing at a time.

Resolve frustrating problems before they become overwhelming.

Find a support group.

It is important to discuss your situation with others who have been through the same experience.

Keep a positive attitude.

Have hope and confidence that things will get better.

Adapted from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.



Causes of Stress

Relationships at

Home:

School:

Work:

Church:

Academic Concerns:

Household and Time Management Problems:

Physical Problems:

Financial Concerns:

Recognition from Others:

Case Study

Ravi and Thora are separating after seventeen years of marriage. Thora works and is also trying to spend time with her mother who has cancer and is expected to live only three more months. Their sophomore daughter, Kara, is a single parent of nineteen-month-old Karl. Kara is expected to take full care of Karl, help with the housework, and care for her younger two brothers and sister. Kara's grades have been slipping and she is grumpy at home. She is not getting along with her boyfriend. She frequently asks to go to the school clinic complaining of stomach pain and headaches.

Adapted from *Adolescent parent resource guide*. (1989) Columbus: Ohio Department of Education.

COMPETENCY FIVE

Investigate Supportive Services Available to Parents.

Student Outcomes

- Become familiar with resources that help parents with adolescent problems.
- Identify professional and volunteer family services for various types of family problems.

Definitions

- | | |
|------------------|--|
| support services | – individuals, groups, or agencies that help people with financial, educational, and family problems and that give counseling and advice |
| resources | – anything useful in achieving goals such as skills, money, and information |

Key Ideas

When seemingly overwhelming problems arise, individuals and families should not hesitate to seek help from support groups or professional counseling.








There is help available from outside the family unit for virtually every type of family problem. In seeking the appropriate assistance, a good place to start requesting information is the local county government.



Teacher Strategies/Methods

1. Create, collect, or secure any information (or a directory of parent support services available) for your local area. Using a directory, work with students to identify the nature of their need or problem and then locate resources. Resources could include the telephone directory; schools (guidance counselor); public health department; hospitals; medical personnel; police; sheriff; newspaper; friends; relatives; hotlines; YMCA and YWCA; social service organizations; local city, town, or county government offices; local libraries; churches; continuing education programs; and parenting groups. In addition, many volunteer and religious organizations provide help such as Interfaith Councils, Catholic Charities, and the Salvation Army.
2. Make students aware of the various support agencies and the type of services they provide.
3. Have a collection of various agency booklets, posters, and pamphlets for students to view.
4. Review state and national resources. Copies of listings can be obtained from the local Department of Children and Family Services. Check government listings at the public library.
5. Invite guest speakers from social service agencies to discuss services.

Suggested Student Activities

1. Brainstorm a list of public and private agencies and organizations which provide help and support to parents and the community in the areas of child development, care, and fostering/nurturing.
2. List agencies or resources in the community that can help with food, medicine, counseling, crises, money, employment, education, and child care. 
3. Identify agencies that exist in his/her given region or community. Students could, in addition, compile information which describe services, eligibility, cost, qualifications of staff, and referral services. 
4. Prepare a family service list with local agencies, phone numbers, and addresses. 
5. Visit an agency or support group dealing with adolescent-related family problems and report findings.    

Sample Assessments

Knowledge

List five agencies that can assist adolescents and families with problems. Identify the services provided.

Application

Identify problems facing adolescents and parents (e.g., stress, communication, dropping out of school, dealing with peer pressure, and so on). In a group, research resources available to provide support to adolescents and families in need of services. Use information to create a "Family Support Service Yellow Pages" to distribute to students and to the school counselor.

Supplementary Resources

Book

Starer, D. (1992). *Who to call: The parent's source book*. New York: Morrow. Purchase price: \$15.00.

Videos

Understanding your parents. (1992). A 12-minute video that focuses on stress of different generations and how each generation copes with changes and resolves conflicts. Available from Glencoe, MacMillan/McGraw-Hill, P.O. Box 543, Blacklick, OH 43004-0543. (800) 334-7344. Purchase price: \$49.00.

The following videos are available on free loan from the Illinois Collaboration on Youth (ICOY), 621½ S. 6th Street, Suite 208, Springfield, IL 62701. (800) 252-8045.

Dropout prevention: Nowhere to go. (n.d.). A 40-minute video designed to examine some of the reasons students drop out of school (e.g., peer pressure, gang activity, stress in school) and innovative ideas to help students to stay in school.

Michael's journey and *Growing up isn't easy*. (n.d.). A 2-part video focuses on alcohol problems within the African American community, positive coping strategies, and community "helpers."

BIBLIOGRAPHY

- About college and stress.* (1991). South Deerfield, MA: Channing L. Bete.
- Adapting to stress: Start taking charge.* (1988). Seattle, WA: The Hope Heart Institute.
- Adolescent parent resource guide.* (1989). Columbus: Ohio Department of Education.
- Adult roles and functions curriculum.* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.
- Bavolek, S. J. (1988). Nurturing program for parents and adolescents: Activities manual for parents. Eau Claire, WI: Family Development Resources.
- Brazelton, T. B. (1991, March 12). "But all the other kids are doing it." *Family Circle*, 4(5), 50-51.
- Brisbane, H. E. (1994). *The developing child* (6th ed.). New York: Glencoe/McGraw-Hill.
- Depression: Battling the blue monster.* (1983). Madison: Wisconsin Clearinghouse.
- Dinkmeyer, D., Dinkmeyer, J., McKay, G., & McKay, J. (1987). *The effective parent*. Circle Pines, MN: American Guidance Service.
- Editors of Prevention Magazine. (1988). *Everyday health tips*. Emmaus, PA: Rodale Press.
- Family and career transitions resource guide.* (1989). Columbus: Ohio Department of Education.
- Foster, A. J., Hogan, J. M., Herring, B. M., & William, A. G. (1988). *Creative living* (3rd ed.). Mission Hills, CA: Glencoe/McGraw-Hill.
- Harriman, L., & Weller, N. (1979). *Family living*. Urbana: ERIC Clearinghouse on Elementary and Childhood Education and the Cooperative Extension Service, University of Illinois at Urbana-Champaign.
- Koch, J. B. (1990). *Staying in touch* (Families In Touch Series: Book Five for parents of young people ages 11 to 15). Skokie, IL: Total Graphics.
- Life planning education: A youth development program.* (1989). Washington, DC: The Center for Population Options. Additional materials, training, and technical assistance available from CPO, 1025 Vermont Avenue, NW, #210, Washington, DC 20005. (202) 347-5700.
- Life skills for single parents: A curriculum guide.* (1988). Bismarck: North Dakota State Board for Vocational Education.
- Marketing & outreach.* (1990, September). *Family Information Services*, pp. 37-40.
- Merki, M. (1993). *Teen health: Decisions for healthy living*. New York: Glencoe, MacMillan/McGraw-Hill.
- Merki, M., & Merki, D. (1994). *Health: A guide to wellness* (4th ed.). Mission Hills, CA: Glencoe, MacMillan/McGraw-Hill School Publishing.
- Parenting education: A semester consumer and homemaking course for students in grades 10, 11 and 12.* (1990). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.
- Romness, K., & Carr, C. (1986). *The business of living*. West Chicago, IL: South-Western.
- Ryder, V. (1990a). *Parents and their children*. South Holland, IL: Goodheart-Willcox.

- Ryder, V. (1990b). Parents and their children (Student Activity Guide). South Holland, IL: Goodheart-Willcox.
- Ryder, V. (1990c). Parents and their children (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox.
- Slaikeu, K. (1990). *Crisis intervention: A handbook for practice and research* (2nd ed.). Boston, MA: Allyn & Bacon.
- Westlake, H. G. (1984). Parenting and children. Lexington, MA: Ginn.
- Westlake, H. G., & Westlake, D. (1990). Child development and parenting (Teacher's ed.). St. Paul, MN: EMC Publishing.
- Westlake, H. G., & Westlake, D. (1992). Relationships and family living (Teacher's ed.). St. Paul, MN: EMC Publishing.
- What to do regarding nurturing human development. (1983). Columbus: Ohio Department of Education.

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.
2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.
3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.
4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.
5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.
6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.
7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.
8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable.
Adopted as a centerpiece for school improvement efforts.

Printed by the Authority of the State of Illinois



ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777-0001

Michael W. Skarr, *Chairperson, Illinois State Board of Education*
Joseph A. Spagnolo, *State Superintendent of Education*

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois - June 1991/500 - #IVOC0915



Printed on Recycled Paper

57

BEST COPY AVAILABLE